

Buxton Training Enterprises Limited

SEND Information Report

Section 1: The kind of special education needs BTE has made for their students

Buxton Training Enterprises Limited (BTE) is proud of its diversity. It places great emphasis on its unique and varied community of students.

Everyone, regardless of ability, ethnicity, faith, or background is valued and nurtured.

Currently, BTE have a low proportion of students with SEND.

The percentage of students with SEMH is 60%.

The percentage of students with ASD is 0%.

The percentage of students with ADHD is 10%.

We are proud of the work that all staff do to support the learning of students with a broad range of SEND. We cater for all students with needs such as:

- Learning difficulties that stem from cognition and learning needs
- Communication and interaction difficulties
- Autistic spectrum disorders (ASD)
- Specific learning difficulties
- Sensory and physical difficulties
- Social, emotional and mental health needs

The most prevalent needs in the provision are, mild learning difficulties, Social and Emotional and Mental Health, ASD and ADHD.

BTE continues to develop its expertise in supporting students with complex SEND.

Total number of students on roll 20

Number of students with statements (EHCPs from September 2022) 0

Number of students identified as SEN Support 1

Percentage of BTE population with SEN provision 5%

Section 2: BTE's policies for the identification and assessment of students with special educational needs

BTE is committed to early identification of students with special educational needs.

All staff from EQA, IQA, tutors work closely together with our curriculum to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.

A range of evidence is collected from the commissioning schools upon student commencement at BTE to allow staff to analyse each student's subject's assessment data.

Additional assessment is completed through BKSB online assessments for Maths and English – Reading, Writing and Speaking/Listening. Diagnostic tests are carried out at the point of induction for all students to identify their current levels.

Produced: October 2021

To be reviewed: September 2022

To be reviewed: September 2023

To be reviewed: September 2024

To be reviewed: September 2025

Date of Review: 10th October 2022

Date of Review:

Date of Review:

Date of Review:

If a student's assessment results suggests that they are not making expected progress the Special Educational Needs Coordinator (SENCo) will work with the commissioning school to decide if additional and/or different provision is necessary.

If a parent is concerned about a child's progress this should be raised with the Managing Director at BTE and discussed with the SENCo.

BTE staff meet to discuss every month for a team meeting to discuss student's needs around subjects, pastoral concerns, and progression. Teachers and other members of staff can refer students to the SENCo if they have concerns about a student's learning, behaviour, or well-being and if there is a need for extra help, support will be discussed, and a support plan put in place if deemed necessary.

Discussions with parents/carers take place at parents' evenings, through weekly reports and through appointments arranged at convenient times during or at the end of the school day.

Staff ensure that assessment of educational needs directly involves the student, their family and their teachers.

Staff work closely together to ensure they have a broad understanding of the difficulties students with SEND face. A co-ordinated programme of staff development ensures that all staff have the opportunity to be well equipped to support the needs of our SEND students.

In the spirit of the SEND Code of Practice we support the idea that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality first teaching.

If a student needs additional/different provision to support their learning, we will discuss all possible options of intervention with the commissioning school who are in a position to make a referral.

Section 3: Information about BTE's policy for making provision for students with SEND

BTE is committed to continually improving and developing our provision for students with special educational needs.

BTE staff regularly evaluates its effectiveness through monthly team meetings and an annual review.

All tutors closely track attainment data of students and target and progression of students on our Target/Progression Database

For students with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related and national expectations.

Analysis of SEND student performance data will include:

- Are students performing on target with their learning?
- Progress and attainment

- % Achieving end of key stage targets, or making at least expected progress towards these targets
- BKSB assessments and Diagnostic testing
- Attitude towards learning grades
- SEN attendance
- Number of students with a statement or EHCP
- Lesson observations involving SEND students, to be completed termly
- Feedback from tutor, commissioning schools, parents and students
- Evidence of impact of SEND training for SEN staff

Observations are also undertaken by the SENCo and members of the management team to ensure that any in-class support provided by teaching staff is effective in helping students to engage and make progress with their learning.

Students' progress is regularly monitored through target tracking and termly data reports for each student.

Each student is discussed in monthly team meetings where all staff are required to attend.

Any interventions run by the tutors in which students are involved are closely tracked and monitored to ensure their effectiveness.

If students are not making expected progress, the IQA will explore how to better support the student. Students will be observed in lessons and the SENCo will work with tutors to ensure that the learning is appropriate and effectively supports the student's needs.

The SENCo may carry out additional testing in line with the commissioning school if concerns are raised regarding student progress.

An inclusive approach to teaching and learning is promoted throughout BTE. All staff access regular high-quality training focusing on different aspects of teaching and learning such as differentiation, assessment for learning, data analysis, as well as sharing good practice for meeting the needs of all students. This falls in line with Moderation visits and EQA support.

We believe that every tutor is a tutor of students with SEND.

Subject staff implement appropriate personalisation to meet student needs in lessons through high quality teaching.

Quality teaching, differentiated for individual students, is the first step in responding to students with additional needs. Subject teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants and specialist support. All detail of students needs are documented on our student class profiles.

The SENCo ensures that all staff have the relevant information regarding SEND students, including practical classroom strategies. This information is stored centrally and is regularly updated when appropriate, for example after a team meeting. SEN guidance and advice forms are available to all staff within the academy to provide support and strategies for the most prevalent special educational needs.

Every tutor is required to adapt the curriculum to ensure access to learning for every student within their class.

Tutors use a range of strategies to meet student's special educational needs. Lessons have clear learning intentions; we differentiate work appropriately and we use assessment to inform the next stages of learning. All teaching staff will use a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual students.

In order to have a curriculum that meets the needs of all students, BTE has:

- Smaller classes for lower ability sets
- Additional literacy/English lessons for identified students in Years 9, 10 and 11
- Additional in-class support for all lower sets from Year 9 – 11
- Social and emotional support groups if and when necessary
- Mentoring
- Positive reward systems
- Specific subject interventions targeted around achievement and progress
- An option for some GCSE students to reduce the number of subjects and have 'catch up' time to supplement the work they do in other GCSE subject areas.
- A personalised curriculum for students with specific strengths and weaknesses from Year 9 onwards following a combination of GCSE or Vocational subjects and some alternative curriculum opportunities

The Managing Director is in consultation with parents/carers and will seek advice or support from external specialists as required.

Each student identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning which has been identified.

Accessibility around BTE:

The following facilities are available for students and their parents/carers with physical difficulties:

- Easy access to buildings as necessary
- Contrast edging on stairs and steps
- Accessible break areas
- Accessible dining areas
- A private room for administration of medication

At BTE, students with special educational needs and disabilities are provided with help and support according to their level of need.

BTE has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.

All students are included in all parts of the academy curriculum, and this is the same for trips or visits off site.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. If it were deemed unsafe for a student to take part in an activity, either additional resources will be provided or alternative activities which will cover the same curriculum experience will be provided at BTE.

A range of extracurricular activities are offered during the school day and students with SEND are encouraged to take part according to their individual interests.

Students with SEND who may find break or lunch times difficult have access to the additional areas of the provision and staff are always on hand to support them.

A breakfast club is provided to support students struggling with the early routine of secondary school life.

**Support that is offered to ensure the well-being of students with SEND:
Wellbeing is supported through the following:**

- each tutor has a knowledge and understanding of students in their care
- students with high levels of SEND have a named key worker who is responsible for the co-ordination of the student's learning and social wellbeing while at school
- student's medical needs are addressed in accordance with the statutory guidance on supporting students in schools with medical conditions, and medicines are administered in line with the Medicine policy
- students who have specific medical needs will have a Health Care Plan
- signposting to external agencies to support the wellbeing of the child
- in-school interventions which may include access to a counsellor or outreach worker from the CAMHS team
- counselling available onsite at BTE
- lunch time support

Section 4: Information about those who are responsible for SEND at BTE:

Mrs K Harpham – Managing Director 07719 337416 karen@buxtontraining.com

Mrs M Levick – SENCo 07719 337416 mandy@buxtontraining.com

Section 5: Staffing expertise:

An ongoing programme of training is in place to ensure that all tutors have appropriate skills and knowledge to support provision for students with SEND.

Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support students with SEND. Teaching staff seek support and guidance from the SENCo as required.

BTE also seek advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

Section 6: How equipment and facilities are secured to support students in the academy

We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEN. We regularly review this to ensure

maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the academy and ensure this clarity allows all staff to understand the allocation of resources and to assist in their decision-making process.

The majority of SEN funding is spent on additional support staff and resources as required.

Specialist equipment and resources are considered on an annual basis and appropriate funding requests are submitted to the Managing Director.

Section 7: Arrangements for supporting students with SEND in transferring between phases or in preparing for adulthood and independent living:

- The SENCo will meet with advisory staff or specialist support to ensure that provision is put into place to ensure a smooth transition to Further Education
- All SEND students with complex needs receive 1:1 careers advice to help them plan possible routes for training or education.

Section 8: What support is there for behaviour, avoiding exclusion and increasing attendance?:

We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and students.

Every lesson, every student has the opportunity to receive a positive point from the tutor. Points are recorded on the academy database and monitored by pastoral leaders. This enables the team to identify students who may be falling behind their peers, to investigate and to address the reasons for this.

There are consequences for poor behaviour, which are outlined in the behaviour policy. As well as losing rewards, students can receive sanctions such as detentions, isolation from class or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

The Managing Director monitors students' attendance, liaises with the LA's attendance officer; helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school.

The Attendance Officer helps parents/carers manage their child's attendance at school;

The teaching staff works with students when their learning is affected by their behaviour, providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing action plans, and, when appropriate, arranging additional alternative provision. They can provide support to help them develop skills for understanding and managing their emotions or social and mental health needs for supporting learning at school.

Section 9: How does BTE involve external agencies to help meet the need of students with SEND?:

The SENCo will maintain links with the commissioning schools, LA support service, the Educational Psychology Service and other special agencies such as CAMHS, Speech and Language Therapy, and NHS practitioners. The Managing Director would be the normal point of contact with Educational Welfare and Social Care.

Section 10: Having your say:

As a provision we believe that the Special Educational Needs of students are best met when there is effective collaboration and communications between all agencies, families and students. We aim to foster good working relations with all of these groups, especially parents/carers.

At BTE we endeavor to communicate positively with parents/carers by:

- Using parental knowledge – you are the ones who know your children best!
- Recognising the personal and emotional investment of parents/carers
- Ensuring parents/carers understand the procedures and feel supported with these
- Respecting differing perspectives and seeking constructive ways of reconciling different viewpoints
- Respecting the differing needs parents/carers themselves may have
- Recognising the need for flexibility in the timing and structure of meetings

BTE will always seek parental permission before making a referral to other agencies for support for their child. Where parents/carers do not wish to have their details passed on to third parties their wishes will be respected.

Section 11: Arrangements for handling complaints from parents/carers of children with SEND about the provision made at BTE:

Please refer to BTE's general complaints procedure.

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Managing Director and SENCo. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be settled. Everyone benefits from a speedy resolution and from suggestions for improvement.

If no satisfactory solution can be agreed, BTE's formal procedures will be adhered to.

If the complaint is not resolved through the normal processes, then a disagreement resolution can be contacted.

There are some circumstances, usually for children who have a statement or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the academy.

Section 12: Useful links:

Ask US: – enquiries@askusnotts.org.uk

Parental guidance and impartial information, advice and support around Special Educational Needs.

IASS website – cyp.iassnetwork.org.uk

National Association of SEN: – www.nasen.org.uk

Department for Education: – www.dfe.gov.uk

Information on Nottingham LA's Local Offer can be found on the local authority's website:

www.nottinghamcity.gov.uk/localoffer

Information on Nottinghamshire's LA Local Offer can be found on the local authority's website: [**www.nottinghamshire.sendlocaloffer.org.uk**](http://www.nottinghamshire.sendlocaloffer.org.uk)